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Nine conference papers treat the sociological aspects of deafness. Included are "Individuals Being Deaf and Blind and Living with a Well Hearing Society" by A. Marx (German Federal Republic), "A Deaf Man's Experiences in a Hearing World" by A. B. Simon(U.S.A.), "Problem of Text Books and School Appliances for Vocational Education of Deaf Adults" by K.P.Kaplinskaya (U.S.S.R.), "Social and Vocational Adjustment of Hard of Hearing Children and Youth" by I. Tuxen (Denmark), "An Aspect on the Vocational Rehabilitation of the Deaf Youth in Denmark" by A. Harboe, "Legislation and the Deaf in Italy" by E. Gentile, "The Present Situation of the Deaf Children and Adults in the Environment of the Society of People with Normal Hearing and the Conclusion that May Be Drawn from This" by A. Hulek (Poland), "The Social Position of Deaf in the Polish People's Republic" by the Head Board of the Polish Association of the Deaf, and "The Categories of Deaf People, Their Most Important Needs and Ways of Bringing Them Help" by K. Kirejczyk and R. Petrykiewicz (Poland). (JD)

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Sociological Aspects of Deafness

Selected Papers from the Fifth Congress of the World Federation of the Deaf Warsaw 1967

compiled by
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for the Deaf
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Preface

Sociological Aspects of Deafness is a collection of 9 papers selected from those presented at the Fifth Congress of the World Federation of the Deaf, Warsaw, 1967. These papers were collected and compiled by the Alexander Graham Bell Association, Washington, D. C. Other collections of papers from the Congress have been compiled and are available from the ERIC Document Reproduction Service. Other collections announced in this issue of Research in Education may be found by consulting the Institution Index under World Federation of the Deaf or the Subject Index under aurally handicapped. Titles of these other collections are:

Communication Methods for the Hearing Impaired
Cultural Activities for the Deaf
Diagnosis of Hearing Loss
Education for the Hearing Impaired (Auditorily Impaired)
Psychology of Deafness
Rehabilitation of Hearing
Training and Qualifications (Teachers and Workers for the Deaf)
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Annemarie MARX
Braunschweig – GFR (German Federal Republic) **Ext.pap – 1**

INDIVIDUALS BEING DEAF AND BLIND AND LIVING WITH A WELL HEARING SOCIETY

/The paper/

1. How many deaf and blind individuals are living?

The statistical records are different. According to reports there are some 700 deaf and blind living in Germany; according to other reports it is said "no", there are 2.000 in Germany. – Whence does this difference come? The first say: "deaf and blind is a human being who does not hear and see anything at all". The latter say: "The term "deaf and blind' is to indicate also human beings who still have a slight capacity of hearing and seeing".
I myself would restrict in my report exclusively to such persons who are entirely deaf and blind, thus such person having no capacity of hearing and seeing at all. /Hearing aids and equipments for individuals having a slight capacity of hearing will be discussed by other peoples./

2. What does it mean to be 'deaf and blind'?

The individual being entirely deaf and blind lives like under a black glass cover in eternal soundless

darkness. There is no prospect whatever of sound and light! Deafness in greatest darkness! In the dead of night! Never will the deaf hear the voice of the beloved partner. He does not hear any music, nor can he sing merrily with others. He does not hear the enchanting rushing of water, nor does he hear the call-note of the birds. It is of no use to him to tone in the radio or to lift the telephone receiver. He can never freely join the conversation of hearing fellow beings in a merry company, but he must read everything from toneless movements of their lipswell, if he, what is still worse, were not blind, too. The deaf and blind lacks everything what the deaf still have. There are unable to combine with their eyes what they cannot understand. They cannot spend their evenings in a fascinating cinema show, and the television receiver at home stands in the corner useless. Neither can he play football, nor can he take part in sport events with well hearing comrades. He cannot enter any of the many inviting and promising professions to which the deaf are still admitted.
No! He is deaf and blind. Soundless darkness will be surrounding him throughout his life, - unless a miracle would occur.

3. <u>It is only the feeling that has been left to the deaf and blind</u>

The capacity to hear and see has passed, but the capacity to feel or sense is well developed with the deaf and blind! They feel it by the clasp of your hand whether you mean well with him and wish to help him or whether pity with him is moving yourself.
The hand replaces eyes and ears of the deaf and blind. The hand is the bridge for him which leads him to his fellow beings and to the world around him.

4. Causes of deaf-blindness

It is not frequent that a child is deaf and blind ever since he or she was born. There are some tragic cases of heredity in that deaf and blind marry among themselves and give birth to children who are also deaf and blind. Other children got deafness and blindness by the German measles of the mother during the time of her pregnancy. - However, most of the cases of deaf-blindness are attributive to diseases such as meningitis, measles, scarlet fever, smallpox, cerebrospinal meningitis, inflammation of the middle ear /tympanitis/, purulent inflammation of the eyes /ophthalmia/, diphtheria, scrofula, paralysis, cold, arthritis and the like. - In some cases of deaf-blindness wil not be transmitted but only the disposition to it, deaf-blindness appearing then immediately in case of a disease.

5. History of development of the deaf and blind individuals

We know very little how deaf and blind may have lived in former times. Must likely they became entirely stupid since obviously nobody took the trouble to get in touch with them and instruct them. Among the ancient hieroglyphs or better symbols of the Egyptians there is a mark to indicate deaf and blind which means at the same time the symbol for the dead. He who did not see anything at all was considered a dead man. And so the deaf and blind may have vegetated in former times. But the deaf and blind are not dull nor are they apathetic or dead, but they do have a living soul dormant within them and driving to awaken. The American Helen Keller who was deaf and blind described in her autobiography as she, when she was a child, had set to with her fists because she wished to communicate herself to her surroundings but did not know how to make understandable herself. After such struggles she collapsed in dispair. Her soul cried for light and life and

she could escape from her prison. But then Helen Keller happened to meet a certain Anne Sullivan and Helen's soul awakened to new life full of spirit and unexpected wealth. - And also other deaf and blind were met by courageous and determined people since the beginning of the nineteenth century who took the trouble to bring light and sound into the dark silence. - Nowadays we are arrived so far the that the necessity of training deaf and blind has been recognised in the whole civilised world. Indeed, some of the deaf and blind have even a university education. Let us only think of the deaf and blind Olga Skorochodowa, a citizen in the USSR, who in 1961 took a scientific degree in the field of psychology in Moscow on her paper "How I grasp the surrounding world and how I form an idea of it." The American deaf and blind Helen Keller took likewise the doctor's degree at the New-York College and is the author of a number of autobiographies. - Robert Smithdas, a deaf and blind American, succeded in a like manner 50 years after Helen Keller. In his book "Life at my Fingertips" he described his educational training by school and College, he be richly imparted the aid of well-meaning people.

6. <u>Training of the deaf and blind individuals</u>

Experience has shown that the training of deaf and blind is no longer a problem in these days. That is to say, the most difficult problem are the qualified teachers; for each individual deaf and blind child is a "form" <u>per se</u>, and can engage a single teacher. The teachers will have to be educated as teachers for blind and deaf beings in order to meet all requirements.
Of greatest importance is it to register the deaf and blind as early as possible. This, however, is possible only if the statistical census has to contain also the deseases. Unfortunately this is not the case in all countries. But then it will be avoided that unreasonable parents hide their deaf and blind child from the public and confine

their child to the bed and allow him or her to become stupid. - At school these children must first of all learn to go, to eat, to drink, to wash, to dress and undress. This is self-evident to deaf children. But with a deaf and blind child who has never heard nor seen the imitative instinct must be stimulated in hard work. The child has to feel each single movement from the lady teacher to enable the child to imitate it. This requires much patience on both sides. - The training is somewhat easier if the child has lost the capacity to hear and see in later years. Then the memory will be of much help to him. The must difficult task and trouble makes the wakening of spiritual and intellectual life. Especially those children who became deaf and blind in their early childhood and who are deaf and blind from the beginning of their lives are not aware that each thing has got its name, that people are talking with one another and ware able to understand and that apart from the things provisionnally graspable there does exist a boundlessly rich world containing a wealth of colours and a variety of sounds. The comprehension of the context between the things in the one hand and the singals or marks being impressed by the lady teacher into the other open hand is decisive for the actual mental condition of the child. For it is not determined yet to what extent the cerebral centre has not been affected by the disease. In her autobiography Helen Keller describet that she, indeed, imitated the marks or signals immediately which her lady teacher impressed into her hand. But she, however, comprehended said signals as a new nice game and had not understood its intrinsic meaning. - But after a couple of weeks the discovery came in upon her and in her darkness like an illuminating lighthing: She stood near the well, holding one hand under the flowing water whilst Miss Sullivan fingered into her other hand for a hunred times the word "w a t e r".

Suddenly the veil raised and the gate to real understanding opened: "These signs tipped into my hand mean the cool something in my other hand".
She immediately tried with a burning curiosity to learn the signs for all other touchable things; and by and by she learned at a high speed the wealth of the American language. Now she masters seven languages altogether. She even learned to speak.
Of course, not every deaf and blind individual is a Helen Keller. But many deaf and blind who are working intellectually own something of the inner radiant light of Helen Keller. As sad and desperate many deaf and blind may ever be they are merry and frolicsome, happy and content as well. Among the deaf and blind there are respectable personalities who are consulted for advice and help by those who can see and hear.
In Germany there are 2 schools for the deaf and blind, viz: in Potsdam-Babelsberg near Berlin and in Hannover-Kirchrode.

7. <u>Conversation with the deaf and blind</u>

You may talk with deaf and blind just as well as with other people, too. However, conversation will be somewhat slower and first of all you will have to accommodate yourself and you must be patient. All what the deaf and blind cannot see he /she/ would feel with the hands. You may write with your finger on the palm of his hand, or you take his forefinger to write with it on the table-top. - That is troublesome indeed and requires much time. But there are various systems of sign-alphabets by means of which proceedings are going on more quickly.

a/ <u>Fingertip alphabet according to Lorm</u>

The deaf and blind Czech, Hieronymus Lorm by name of Moravia invented a finger-tip-alphabet which is preferably used in Germany. The German vowels a, e, i, o, u are being tipped on the 5 fingertips; for

b, d, g, h strokes are being drawn along the fingers; r is drummed in the palm and so on.

b/ Latin alphabet

Italian and Spanish monks used this alphabet to avoid breaking their vow of silence. You imitate the Latin characters by forming your hand as follows: a = clenched fist; b = open hand; c = is imitated by forming your thumb and forefinger spread like an open circle. In a like manner this alphabet had been used by Anne Sullivan by Helen Keller, and also the Oberlinhaus in Potsdam-Babelsberg near Berlin would use it for his deaf and blind inmates.

c/ Symbols for the deaf

Deaf and blind under our care who became deaf in their childhood but lost their light at a later time talk with their deaf friend by means of the same sign language already known to them when they were children! The person who can still see takes the hands of the deaf and blind and signalises the sign language through the hands of the deaf and blind. And so there are many possibilities also for you to talk with a deaf and blind.

Du be courageous! Only the first step is the hardest!

d/ Understanding aid for the deaf and blind

Should nevertheless with all these attempts the conversation not go on properly, there are still various understanding aids serving the conversation between deaf and blind and those who are able to see. Most of these aids require the knowledge of the Braille-System whilst the seeing person "talks" by means of the special scriptus adapted to him which is imprinted on said aid.

e/ Braille /symbols in writing for the blind/

It is of greatest importance for the intellectual development and occupation of every deaf and blind to learn the Braille-System. This knowledge conveyes

to him a wide selection of entertainment by reading books and writing letters to other blind and deaf and blind as well. In the beginning of the 19th century the Frenchman, 16 years old Louis Braille inventend the 6-point-system. Said 6 points form an upright rectangle comprising 2 rows of 3 points. By different arrangement and number of points 63 different characters can be represented. This allows an easy incorporation of the alphabet in so-called full scripture and abridged scripture, and also all figures and all musical signs and notation. Now the blind all over the world who own an alphabet write by this 6-point-system.

f/ Black writing typewriter

Also the standard black-type typewriter can be operated by deaf and blind. By this so-called 10-finger-system they learn operating that typewriter quite easily. Some of the typewriter-keys can be easily identified by small covers wrapped around the keys always allowing to take the bearing anew.

8. To what extent are deaf and blind capable to live independently?

When you ask me whether deaf and blind are capable to wash, dress and eat independently? I hope you do know now that the deaf and blind can do all these things quite independently unless he is imbecile.
The hand replaces ears and eyes to the deaf and blind. But in order to find everything readily he must.

s/ Keep good order

If they undress at night they must place their garments so that they will find them again the next morning quickly and without difficulty.
Also the family he is living with must keep good order. Every thing in the flat, each chair, each flower-vase, each piece of underwar or linen in the

linen cup-board should have its proper place. If anyone raises from a chair he must place it immediately near the table, lest the deaf and blind over throws it. In the flower-vase must not be stand overhanging branches, lest the deaf and blind incidentally touches them and throws them down together with the flower-vase. The house-wife must not place a dish with spinach on the table without warning him before, lest the deaf and blind inadvertantly places his book therein. The water-bucket must not stand in the midst of the room to avoid the deaf and blind to fall full length down on the swamped floor. At whole sale house cleaning the deaf and blind has to be warned in due time, and every change in the flat must be announced to him.

If the family of the deaf and blind keep good order in the flat he feels well therein, walking about just like a seeing person and finding everything immediately without seeking for if for a long time. Even at table he is able to help himself if butter, bread, jam, coffee and sugar stand on their proper place and remain there. He takes what he wishes to have and is able to be-have himself like a seeing individual. The more independent you allow him to be the better he feels.

But in foreign surroundings he is entirely dependent on you. But he is grateful if he can, at least there, find the way to the lavatory without your help.

b/ <u>Are the deaf and blind capable to live by themselves in a dwelling or flat?</u>

Many would say: "No!" - The deaf and blind Robert Smithdas answers: "Yes!" After the examination he passed at the New-York College he moved into his own flat but declined to marry at that time.

I do not know how long he will stand this situation for his meal were burnt repeatedly. Deaf and blind woman have much more skill for cooking and cleaning up!

c/ <u>The house-door bell is ringing</u>

If someone rings the bell of Robert Smithdas' flat a propeller is being operated. He feels the draught and opens the door. - In England and Germany apart from this means there is still a further means which operates electro-magnetically: The deaf and blind carries on his wrist a receiver which starts to vibrate whenever the bell-push at the house-door is being pressed. This has the advantage that Morse-signals can be signalised by pushing the button for a longer or shorter time duration and by which the deaf and blind learns who is standing outside the door. Thus under certain circumstances he need not open the door if he must suppose a stranger to stand before the door.

d/ <u>Alarm-clock for the deaf and blind</u>

The deaf and blind can make to be waked by the draught of the propeller mentioned above, and which is put in operation by the alarm-clock. - If, however, he has drawn the coverlet far beyond his head he has does not feel the draught. Therefore, perhaps it is more advisable if he uses a knocking alarm-clock: the alarm-clock actuates a lever which violently knocks against the bed.

e/ <u>Other auliaries for the deaf and blind</u>

A wide number of untensils may be marked by points, for example, metre rules and tape measures, clocks and watches, thermometers, compasses and games of cards as well as games on a board or table-games. Kitchen utensils and sewing needles are manufactured so as to be blind-proof for house-wives. - So the

deaf and blind men and wives need not give up all of their independency if they understand to make proper use of the means available to them.

9. Professions for deaf and blind

Bad are the prospects for a potential professions for deaf and blind. As a rule, professions coming into question are as follows: basket-maker, chair-bottomer, mat-maker and strawplaiter, brushmaker, spinner, weaver, knitting-work, crochet-work and simple factory work. That is hard for intellectually active deaf and blind. - Those among them who are particularly intelligent are entrusted to act as representatives for their companions in misfortune, in that they draw the public attention to the deaf and blind by lectures and reports and help to improve their living standard, and also help to accomplish their rehabilitation.

10. Own organisations for the deaf and blind

Does not yet exist. In Germany they are associated to the organisations for the blind which organise rest-cures for them every year. - Ecclesiastical organisations are looking after the deaf and blind and the protestants who are hard of heraring. Only those who are deaf are still to come. The deaf and blind are also deaf but blind in addition.

11. The deaf and blind are expecting something of you

The deaf and blind need your care! Do come and speak to him. Tell him all what is moving yourself and what you have seen. Teach him the fingertip-alphabet and the Braille-system. Then go on talking with him. Regard him as an individual up to standard who wishes to advise and help you in a manner as you do it to him. Ask him what he would like to buy. Have many walks with him. Allow him to participate in your life, in your pleasure and grief. - Make a merry and happy individual of him, thus enabling to hope, laugh and having fun anew. Then you will enjoy yourself.

V KONGRES ŚWIATOWEJ FEDERACJI GŁUCHYCH – WARSZAWA 1967
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Soc.-6

A DEAF MAN'S EXPERIENCES IN A HEARING WORLD

/The paper/

You are probably thinking right now that the fact I was educated by the oral method colors my objectivity about the implications of deafness. I want to assure you that I am very much aware of them. I would like to share with you my experiences in trying to use them to advantage in my life.

First of all, although I believe strongly in the oral method, I do not necerrasily think that such a method is a real factor in helping deaf people enter the mainstream of social life among the hearing. I am the first one to admit that such a method does help make communication easier. However, there are many other factors that may apply equally to deaf and hearing people in making them socially acceptable.

I did not speak well at all while in high school. The students had difficulty in understanding me. I felt shut out of their lives. Hence I was puzzled by the warm greetings that enveloped me at the twenty-fifth reunion of my high school class. It turned out that they were proud of me as the only deaf person in the high school at that time, but that they were still too self-conscious as teen-agers to tell me so. They liked me as a person, too, they told me, because I was always laughing and smiling. I never gave them a reason to think of me as an object of pity. Here speech was not important. It was my attitude that attracted my classmates.

It is very difficult to maintain this sort of positive outlook when there are many negative factors operating to your disadvantage. It is almost impossible in childhood, and it is only when one grows older and takes his place economically that he begins to gain more confidense in himself as a person. This is true of all people—that we feel and think better when we become citizens of the world, producing not only for our own well-being but also for the welfare of others.

Hence it is important to prepare a deaf child vocationally. It is obvious, however, that he must first learn how to read, write, and do sums. What follows depends on parents and teachers. My own mother and father cooperated with my teachers in helping me to assume responsibility by completing assigned tasks and to think for myself by giving me as much leeway as possible in decision-making. Such preliminary preparation, to me, supports the usefulness of later vocational training.

However, in the final analysis, education in general is far more important for the deaf child than specialized vocational education. More general education increases the wide range of vocations.

What do I mean by general education? It is not only a matter of more reading and studying to gain a knowledge of the world. It is also a matter of knowing and understanding people better.

In other words, it is my feeling, from my own experiences, that a social life is a necessity for a deaf child. Where else can he learn to be perceptive, sensitive, aware, conscious of individual personalities? Book learning is not enough. A child, deaf or not, needs to participate directly in every-day life. He cannot be sheltered from reality, he cannot be segregated from the world, he cannot be put aside to be noticed once in a while by parents, relatives, and friends.

This is such an elemental necessity that it is almost overlooked in the education of a deaf child. He may be well-read, but he does not understand the world because he has had no direct contact with it. He may speak well, but he is not well-adjusted socially because he has had no actual experiences in the outside world.

Opportunities at school and home must be created for the deaf child to meet his hearing peers on a social rather than educational level. The most obvious place is the playground. This is where I received most of my education. It might have been on the level of the gutter, but it proved most useful in my social adjustment. At the school for the deaf I used to sit quietly, eating lunch by myself. I could not grope with the rough-and-ready boys as they were older and bigger than I. In order to avoid them, I began to shy from making friends even outside of school.

My mother decided that she would try a regular school for the hearing when I was twelve years old. At the beginning of the semester she almost sent me back to my old school because I was unhappy and fearful. Yet she had the courage and wisdom to help me become adjusted to my new situation. Little by little I began to know my classmates. Recesses and lunch periods in the playground gave me the opportunity to talk with them. I think I learned more from them in six months than the six years I spent in the segregated school for the deaf. I acquired a new speaking vocabulary, I acquired information that other people take for granted, and, above all, I acquired new friends. Such were the fruits of integration.

I realize that it is necessary to give special education to a deaf child, but it can well be given in an integrated school. There could be several special classes located in a school for the hearing rather than in a separate school.

Even before I left the school for the deaf, my mother would see to that I was supplied with playmates.

She would fix picnics and drive us to parks or the country where we could play and swim. My father was away a great deal on business, and we would meet him frequently on weekends with a friend of mine in tow.

We more or less got along with little communication. The real test came as we started our teens. My parents began to worry that I depended too much on them for my social sustenance. They first sent me to camp when I was thirteen. It was sheer agony to be suddenly on my own, but it was a valuable experience for me. As I learned to rely upon myself, I began to grow more confident in myself and to identify myself as an individual.

To reinforce this learning my parents had me acquire skills in tennis, dancing, horseback riding, and even bridge. Such sports threw me into constant social interaction with my peers.

My mother and father didn't stop here. When they entertained at home, they include me at the dinner table. It was no fun to be forced to behave properly in public according to my parents' ideas! Boredom forced me to make conversation and perform social amenities. It was valuable training for me.

My mother would arrange to have an annual birthday party for me, and she would manage it with such imagination and charm that the children would eagerly wait for my birthday every year. In the meantime, they would invite me to their own birthday parties. Evidently, I was given more than enough opportunities to become acquainted with people.

As I grew older, I began to entertain both girls and boys at dancing parties. I shall never forget my social awkwardness at my very first one. I did not understand why nobody danced until my cousin took me aside and told me that it was the host's duty to start the dancing. I remember being invited to a great many parties during high school days, and thought it was because of myself.

It wasn't so. Years later I discovered that my mother would telephone her friends and remind them to ask their children to include me in their parties.

Perhaps in this way I made no genuine friendships. Just the same, I enjoyed myself, and by the time I graduated from high school, I was able to pick out my own friends.

I was fortunate to have understanding teachers at the school for the deaf. One teacher assigned a Boy-Scout to be my "brother". Every day he called me after school, armed with word games that the teacher gave him. We'd play the games on our way home on the trolley. He would then get the neighborhood boys together and form a basketball team for me to play with.

Still another teacher would have her own daughter's class exchange visits with our class once a year. We participated together in the classroom and on the playground.

I could continue indefinitely. I think I have indicated enough examples to prove my thesis that social situations for deaf children must be consciously and even artificially created. These children cannot be expected to mature socially in isolation, to cope with the demands of the hearing world in a vacuum. Every avenue to social maturity must be kept open for them. The sooner they are exposed to the world, the easier it becomes for them to mature.

What do I mean by social maturity? I am not a social scientist, and I cannot precisely state how social maturity is measured and defined by the standards of the hearing world, of the hearing community, and even of the hearing family. It is common knowledge, however, that what applies to a social situation at a given place and a given time cannot apply equally to the same situation at another time and place. It depends on a variable, that of the individual.

Once we understand the fact that every person cannot be expected to have the same sort of personality, we can easily accept them for themselves. In turn, we can then accept ourselves and our hearing handicaps.

Social preparedness is thus necessary to achieve such an attitude. It is immediately apparent the minute you walk into a room.

Who isn't attracted to a person with a ready smile and a cheerful countenance? I know from experience that they go far in minimizing the fact that I am deaf.

Nine times out of ten, I've discovered, people wait for one another to make the initial approach in social contacts. I therefore make it a point of going at least ninety per cent of the way in establishing a social rapport with them. I try to understand them as people and often succeed in breaking down their barriers.

It has been no easy process for me to develop as a social being. I do not say that everybody can suffer and sweat as I did in changing from an introvert into an extrovert. However, some of the coworkers in my office have applied my way of thinking to their own lives, and they found suddenly that they were no longer lonely. They discovered as I have that there are many interesting people in the world, and that in order to keep up with them continuous acquisition of knowledge is necessary.

All in all, one must have experience in order to gain a knowledge of the world, and, in turn, to develop a social personality in relation to the world he must meet.

I believe that such social adjustment leads to successful vocational adjustment. Social confidence leads to confidence in one's ability. I can state but a few examples among my deaf friends. Medical illustrator, mathematician, architect, photographer, editor, engineer. They all could not have achieved such interesting occupations without first preparing themselves socially as well

as educationally. As for myself, I do not see how I could work in a publishing house with forty other people and get along well with them, or how I could handle rights and permissions for our books without the kind of social and academic education I had.

Parents, teachers, and the public must be educated to see that learning opportunities are expanded and extended for their deaf children. It is the hope of deaf adults everywhere that such education will be recognized as a birthright for each child.

V KONGRES ŚWIATOWEJ FEDERACJI GŁUCHYCH – WARSZAWA 1967
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Voc-Reh-3

PROBLEM OF TEXT BOOKS AND SCHOOL APPLIANCES FOR VOCATIONAL EDUCATION OF DEAF ADULTS

/The paper/

Problems of theoretical development of text books for the deaf on various trades are not receiving sufficient attention while the vocational educational establishments are badly in need of text books.

The deaf do not use the text books by trades issued for the normally hearing people because the complexity of the style and the structure of the material and a large amount of unfamiliar words make a text book very hard to understand.

Statistics analysis of texts of a manual on plumbing x/ revealed that every chapter of this book contained on the average up to 1,150 different words and they were rarely repeated.

If usually the advantages of the language of any composition are valued higher if the variety of words the author is using is great then in respect to the literature for the deaf another principle is valid: the richer and the bigger is the vocabulary of the book, the less understandable it is for the deaf. Consequently the adapted literature will be the most valuable for the practical purposes.

The requirements for the adapting of text books are the following:

a/ the maximum of the previously learned words should be used in the book;

b/ new words should be introduced in the texts gradually;

c/ the style of composition should ensure the optimal repeatedness of these words;

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x/ N.N. Kropivnitsky "General Course of Plumbing".

d/ the words for the text book should be selected with the strict account of the importance for studying this or that topic.

Probably, the first three requirements could be fulfiled on the basis of empiric experience of text book compilers, it is necessary to have materials achieved through special lexical analysis and selection to fulfil the last requirement. The method of statistic studies of both the spoken and the written language is the generally recognized method of selection of the most important words. It consists of counting the total amount of words in texts on definite topic and of definite volume, the following summing up of the frequency of use of every word. Lists are obtained as a result where the frequency of use of every word and the number of studied texts are indicated. They are the so-called frequency dictionaries. The most frequent words are recognized in linguistics to be the most necessary, the basic ones.

Dictionaries-minimums are compiled on the basis of the frequency dictionaries. A dictionary-minimum should include the amount of words whose knowledge ensures the understanding of a text of definite volume. Linguists have established that the knowledge of 2,500 of the most frequently encountered words make it possible for a foreigner to understand 70-80 per cent of the text containing 10,000 words[x/]. Finding out of a similar rule appliable to the deaf is the topic of special studies.

The first experience on compiling the dictionary-minimum for the vocational education of the deaf to become plumbers is already being compiled.

The statistical processing of texts is accomplished by means of electronic computers.

The total amount of different words in three books was 7,000. A rough division of the vocabulary of text books for the generally used and technical lexicology was accomplished in the course of the analysis and as a result it was established that the technical text contained 56.2 per cent of the generally used lexicology. This generally used lexicology was

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x/ R.M. Frumkina "Statistical Methods of Lexicology Studies", Moscow, Publishing House "Nauka", 1964.

to be reduced first of all. The reduction was to be done by eliminating the most rarely used words which were used by the author in abundance for the sake of the richness of the style and by finding out the dominating synonims, prefixes, roots and suffixes.

The technical lexicology could also be reduced though in a smaller degree as it does not have clear differentiation and uniformity of terminology.

The list of words thus obtained should become the lexicology basis and the lexicology standard for the compilers, editors of text books by trades. But the work on the selection of lexicology for text books does not solve the problem of text books. The development of the structure of the text book material which is very important for the successful mastering of knowledge is an important problem in this issue.

The structure of the material of text books for the deaf should be a result of the basic principles reflecting the peculiarities of perception and thinking of the deaf. In our opinion everything is important here; the system of training tasks disclosing the essence of the material and the form of delivery of the material - the type, portions of text, illustrations, etc.

The experimental specification of the peculiarities of the structure and delivery of the material to the deaf is an important link of the problem.

The next essential problem is the problem of using visual aids in vocational education and especially the use of visual aids for the accumulation and mastering of the vocational dictionary. /The fact of existence of the dictionary-minimum does not solve the problem of the methods of accumulation and memorizing of the dictionary/.

Two-language dictionaries are used to teach foreigners. This method gives nothing to the deaf as in such cases the knowledge of one unknown word is disclosed by means of other words which are also unfamiliar. The deaf need a special dictionary which would disclose the meaning of the word by means of an illustration, or in other words, a picture dictionary. A picture dictionary will become an original school appliances

which could be used both for learning words and for understanding technical texts.

The author of this paper has already began to compile a picture dictionary and an experimental work is carried out to find out the conditions and the peculiarities of understanding a word basing on a picture. It has been established in the course of studies that the understanding of short production instructions is 20 times higher when they are based on a picture. But the success of understanding a word basing on a picture is different in different pupils. Some peculiarities of understanding a picture which are sometimes expressed in a concrete though it happens in an incomplete or distorted understanding of the picture have been found out. The success of understanding a word basing on a picture depends chiefly on the level of the lexical and logical mode of thinking of the deaf and the level of knowledge and practical skill.

And at last the final link of the problem in question i.e. the preparation of the methodical guidance for the text books on vocational education for it has been practically established that many well made text books are not sufficiently recognized neither by the pupils nor the teachers because the latter do not have a key to the text book, i.e. methodical guidance.

V KONGRES ŚWIATOWEJ FEDERACJI GŁUCHYCH – WARSZAWA 1967

V Congress of the World Federation of the Deaf – Warsaw 1967

V Congrès de la Fédération Mondiale des Sourds – Varsovie 1967

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Voc.Reh. – 8

SOCIAL AND VOCATIONAL ADJUSTMENT OF HARD OF HEARING CHILDREN AND YOUTH

/The paper/

1. The situation when I started as a counsellor for the Children in the special schools for the hard of hearing

The pupils were referred from the hearing Center to my office at the age of 14–16 years in the last grade. For a long time, they had been in sheltered school surroundings, the teachers speaking loudly and distinctly, with few pupils in each class and other consideration to the hearing loss. In the homes too these children most often had been sheltered in a similar way. There could however be some homes denying the hearing loss, causing even more isolation in the family situation. These circumstances caused lack of acceptance of the hearing loss when focussing job-selection, both considering possibilities and limits; and it was often a very hard job for me to turn pupil and parents over into more realistic selections. They either showed great disappointment or got aggressive, when I tried to turn them away from job-selection about which I knew for certain, they could not manage with the hearing-loss.

What made this situation even more problematic was that many of the children had put away their hearing-aid and were not to persuade to wear it at work. Psychological blockings and immaturity were flourishing, so that this vocational adjustment and start of grown-up life often

turned out to be a failure and a very painfull one indeed. The handicap and all these mentioned factors had made these youngster more sensitive with less resistence to meet and cope with the problems of life.

2. The children with hearing loss in other social institutions

Wether it was in the Child's Welfare or in other social institutions for handicapped children, the hearing loss was often not fully understood and coped with constructively considering adjustment to the hearing aid, the teaching of speech and language, special help to difficult school-subjects, where the hearing loss cause limits in following the teaching properly. Neither the staff nor the child and the parents were really aware of the special problems of the hearing loss.

3. The hard of hearing children in the normal school

Though the hearing loss of these children mostly was a moderate one, the adjustment showed the same problems as mentioned above.

What surprised me most was to see, that maladjustment, immaturity and lack of school-knowledge in this group of hard of hearing children were often reaching an extent much worse than that of the degree of the hearing loss should indicate. A moderate hearing loss when not coped with properly could thus develop into a great handicap. Opposite you could see children with great or complicated hearing losses adjusting amaxingly well beeing able to follow the teaching at school. The psychological answer to this is, that you do react to the handicap accordingly to the pattern of the personality primarly more than to the degree of the handicap. Therefore the climate at the school and in the home is of such great importance. It should give the children optimal possibilities to develop into maturity accordingly to their pattern of personality meeting their needs constructively.

The plan I worked out

1. In the special schools for the hard of hearing children

I soon realised, that the vocational adjustment had to start earlier from the above mentioned problems arising, and that our program had to integrate into the school program at the age, when child and parents start to focus job selection. I tried first at the age of 12 years, but the children were still so much at the play plan, so you could not stir their interest for work and grown-up life yet. We must take in consideration that the aurally handicapped children do reach maturity later than the normal hearing children. Maturity does to a great extend come from what children hear grown-ups talk about in the social life around them. Mush of this do not come into the auditive radius of these children. But at the age of 13 to 14 years the pupils were as alert and eager an audience as you could wish.

Before staring this vocational adjustment program at the school I had the hearing tests from the hearing center, school records and all sorts of informations about each at school and in the home.

The Vocational Adjustment Program

From the public Vocational Guidance Office I got all the different sorts of material available: books, phamplets, films, tape-records etc. I started to explain to the pupils the claims at work in general, the different groups of work, using the above mentioned material to demonstrate this. I encouraged the children to study the material, to work out notes in their books about it, cutting out pictures to put into their books, and especially to discuss it with each other. To many of these children /and to all children at that age/ working conditions is not a comprehensive thing. They have either no ideas about claims and conditions or vague ideas - most often unrealistic ideas. These lessons therefore should bring these factors into the childrens' mind in an understandable form to end up in focussing realistic job selections. In between we visit

factories, offices, shops and whatever could give the children an idea about the working life. Som of the most important part of this adjustment program was the discussing these circumstances of the working life. When contacting children at schools where a vocational counsellor had given a few lessons in vocational guidance, the children had not understood much of what was taugbt. Especially hard of hearing children do let such passive teaching passing their perception without accepting it or understanding it, because the subject for them has no relation to their understanding interest.

When having been talking about the working situations and claims in general we focus the problems of the hearing loss in the different working situations and how to cope with it. Most important it is in the vocational adjustment program to discuss openly with these children the possibilities and limits in the job selection owing to the hearing loss, as well as to their individual abilities and the circumstances on the working market on the whole.

Parents' Guidance

One thing became very soon abolutely clear to me was that if a vocational adjustment program should succeed with hard of hearing children you had to guide the parents constructively about the hearing loss in the job-selection. They have their dreams, wishes, fears and ambitions about their handicapped child. They too adjust to this problem accordingly to their pattern of personality. This you must know and know how to use in the parents' guidance making the parents active and possitive in the vocational adjustment of their child.

When I know each child personally from the lessons at school we arrange the first parents' meeting at the school. There too we discussed the claims possibilities and circumstances on the working market focussing a realistic job selection of their children. The preparation to a parents' meeting included also to find put what each

parents' work is, to lead the guidance into trails familiar to them. In fact you must be able to stir their interest so much, so you really make them active participating in the discussion. That gives you a realistic opportunity to see how they adjust to their handicapped child, if they really had accepted the problems. If not I had to work with them to make them go into other trails leading into a more realistic acceptance of the problems.

You cannot say, that all the parents are able to be lead into a realistic acceptance. Their frustrations and problems can be so deepgoing, that they need more treatment than I can give. But on the whole its very satisfying indeed to work with the parents. Many of them have for years had their fears to struggle with. It is not seldom when talking to parents of handicapped small preschool children, that they ask me with fright: "How shall our child manage at work". They admit in the vocational adjustment program at the parents' meetings, that they have been worriyng over this in countless sleepless nights, and that it is a great help to take out these fear and worries and discuss them openly in the bright daylight instead of turning them endless over and over in the thoughts at nights. But it is necessary to emphazise, that such parents guidance only cen be given by knowing the hearing problems of each child as well as the actual working situations. In many cases we have had hard of hearing children referred from the hearing center, the hearing therapists, teachers at school and also the counsellors from the public vocational guidance office given the child and the parents a vocational guidance so wronglyand impossibly to realize either owing to the hearing loss or the working situations. That makes our guidance more complicated then necessary.

Prevocational Placement

Six years ago a teacher at one of the special schools for the hard of hearing children here in Copenhagen started a prevocational placement program. For two years I worked

with him on this program, when he left the school. Since then I have continued on my own. When we started, the prevocational placement was in a very experimental state in this country, so we have to build it up entirely on our own only with inspiration from the international literature on the subject. We were however soon convinced about the fact, that if prevocational placement was good for non-handicapped children it was a must for the hard of hearing children. Much of what leads to maturity comes from what the children hear around them, not at least the whole abstract life. A lot of this the hard of hearing child misses, so you have to bring it inside its auditive radius and perception to make them develop into maturity and to prepare them for grown-up-life and work.

Alas the time is too limit to go into details with the prevocational placement program. It could be a separate paper itself, so many interesting experiences we had in it. But I have to mention shortly that we prepared the employers to receive the children, explained on beforehand how to cope with the hearing loss. Aptitude tests were taken - and we prepared the children intensely before each placement. Afterwards we discussed what the employer had said about the child's working capacities, what the child had felt and learnt, we had parents' meeting about the results as well and discussed it too with the teachers at the school. It is true, that you cannot tell from 1 or 2 weeks of prevocational placements wether a hard of hearing child can be a carpenter, a printer, a clerk, or anything else, the time is far too short for that, but you can tell from it wether the child is ready for work or not. You see how they adjust to different working situations, wether they can hear and understand and work out instructions, how they handle tools and how they adjust to other people in the working situations, in groups or single. The children showing too much immaturity we recommend prolonged school - and it is amazingly to see what one more year at school in that age can work out miracles in better adjustment and

maturity. A maladjustment at work for a handicapped child however can mean such a mental damage which can take years to heal and sometimes it is never healed fully.

The Vocational Guidance of The Hard of Hearing Children in other Social Institutions

Where the main handicaps is not the hearing loss, the vocational guidance of mine is limit to guide the staff, the parents /if necessary/ and the counsellor placing the child at work in the hearing problems on the basis of the hearing tests. You cannot be several persons doing the vocational placement, one must have the contact with the child and the responsibility. But I do follow the child till I see, that the hearing loss is coped with construstively in the job selection and the following training.

The hard of hearing children in the normal school

The children and the parents are referred to my office where I give them a similar vocational guidance in personal interviews. Afterwards i guide the counsellors, the employers and teachers at training centers how to cope with the hearing loss in working and teaching situations, and I follow the young people cheeking them regularly to see is no blockings because of the hearing loss.

I want to emphasize the necessity of guiding the moderate aurally handicapped too. The great and complicated hearing loss is often easier to understand and accept than that of the moderate one. The hard of hearing person himself, the parents and other people are less capable of acceepting the moderate hearing loss. The parents will indignantly deny there is a hearing loss or the necessity of wearing an aid. The result is, that the handicap not coped with constructively becomes a more complicated handicap than the degree of the hearing loss should indicate. Immaturity, lack of adjustment, lask of schoolknowledge, not fully developed abilities etc. etc. is the result. On the other hand will a moderate handicap fully coped with make the person approach the nonhandicapped resulting in a fuller and

happier life. The efforts and the money used on the moderate aurally handicapped result in an optimal rehabilitation almost reaching normal life.

The Hard of Hearing Youth

Achieving a hearing loss after leaving school gives quite different problems in adjustment to life and work than that of the hard of hearing children. Here the pattern of personality already is fixed, the trails of life more or less outlined. The hearing loss therefore can result in serious frustration, depression and other psychological problems. Not at least can the contact with the other sex be a painful and problematic affair as the hearing loss gives many problems in communicating in the groups of young people. The job selection can be a painful affair as hopes and plans already fixed and perhaps started have to be left and others worked out.

You have to be able to give a constructive vocational guidance to both the young people, the parents and the employers. I often have to let these young people come again and again to my office to discuss these problems with them and find ways how to cope with them.

Vocational Guidance of the hard of hearing children and youth in rural districts

The mentioned programs here can only be worked out in cities where there is either special schools or classes for hard of hearing children, or where children and youth can be referred to an office for personal interviews. In rural districts a travelling counsellor from our office is visiting the homes of the clients giving them the vocational guidance there, contacting schools, the local hearing therapist, the counsellor on special education and the vocational guidance office, if work placement shall be done there, or a rehabilitation center, an institution or whosoever and whatsoever having contact with the client seeing that the hearing loss is coped with realisticly and constructively.

Future plans

From 15 years of experience with vocational guidance of hard of hearing youth I am convinced about the fact, that the social and vocational adjustment should work throughout the whole schoollife. The immaturity and isolation of the aurally handicapped child should be coped with all life through. It is not enough to learn the children speech and language. All what is outside their audiative radius should be brought inside it, and the passivity so many of these children far too often sink in to should be conquered through much group activity and active learning instead of just learning words and common knowledge alone. With such a social adjustment program throughout the schoollife and with help from psychologists to cope with problems in this process, the children would be far better ready for work and grown-up life than they are to-day.

The program with the special schools and classes for hard of hearing children as described before, is a good and constructively one which with a trained staff can work out fine results.

Similar plans should be worked out for other handicapped children with hearing loss, so we only integrate with guidance about the hearing loss. As it is now, it is not enough, they should be even better prepared for work to reach optimal rehabilitation.

In the normal school the hard of hearing children need a similar vocational adjustment program as described with earlier assistance of the special counsellor from the hearing welfare. We need more people trained to work out such programs, so each hard of hearing child whereever it lives, can get the chance of a constructive social and vocational adjustment program carried out by experts in audiology and in the working situation, so there is enough time to give to reach satisfying results.

The end: I myself has had the experience to grow up as a hard of hearing child in a time with no hearing aids to compensate the hearing loss properly, with no welfare expect for the deaf, and last but not least with very little if any understanding of the problems and how to cope with them. I have had the wonderful experince to get a modern hearing aid giving me almost full compensation for the hearing loss causing a new life to begin for me then.

I think you will all understand the satisfying feelings for me to work with these children and cause they escape the bitter and painful experiences I had in childhood any youth and see them happy and using their abilities and possibilities to the full extend living as citizen on the same level than that of their normalhearing fellows.

V KONGRES ŚWIATOWEJ FEDERACJI GŁUCHYCH – WARSZAWA 1967
V Congress of the World Federation of the Deaf – Warsaw 1967
V Congrès de la Fédération Mondiale des Sourds – Varsovie 1967

Annelise HARBOE
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Voc.Reh. – 19

AN ASPECT ON THE VOCATIONAL REHABILITATION OF THE DEAF YOUTH IN DENMARK

/The paper/

Denmark is a small country with only 4.7 million people. Out of these 4.7 million people we reckon 200,000 to belong to the hard-of-hearing group and about 3,500 to belong to the deaf group.

The first question you may ask is: How do you know that? How do you separate one group from the other? Let me say so at once: I shall not be able to give you a satisfactory to this question – of which, I am sure, there are as many difinitions as there are people working in this field, and which – again I feel sure – is the origin of many discussions and mistakes among people working with the hearing-handicapped.

But let us just for the moment agree that:
A hard-of-hearing person is, in the social aspect, a hearing-handicapped person who has succeeded in acquiring an almost normal language and understandable speech and who, by means of his hearing aid, is able to follow a conversation in private by listening, and
A deaf person is, in the social aspect, a hearing-handicapped person with damaged speech and language development who, in order to follow a private conversation, must chiefly rely on lip-reading, and here I am only speaking about the deaf group.

The welfare services for the deaf in Denmark are based upon the Act of 1950 containing provisions for deaf and hard of hearing. Before this act there have been earlier acts, and we are proud to say that the first act providing for compulsory education of the deaf came as early as in 1807, the first act in this field I believe in the world. For the deaf children a special vocational guidance starts during the last but one, and the last school years. This guidance is run by consultants for the deaf of which we have 7 scattered all over the country. These consultants give vocational guidance, both individually and during class education. At the same time, a teamwork is established comprising the school, the parents, the special school doctor, the psychologist, and the consultant in order to lay down the main lines for the later occupational placement, and this teamwork continues during the occupational training.

After the compulsory 9 years in the state schools, 1 or 2 years of continuation-school education is offered. The continuation school is placed in the middle of the country; it is a boarding school giving pre-vocational education, and besides the school offers further education for the gifted part of the hearing-handicapped children who unable to benefit from further education in the ordinary schools. 95% of all children from the State Schools for the deaf want to go to the continuation school.

After the continuation school has finished, it is the task of the consultants to assist the young deaf - if they want it - to find suitable employment and also to be at the disposal of the employer in all matters concerning the handicapped person.

100% of the deaf group accept the offer for assistance from the consultant for the deaf.

The consultants co-operate with the rehabilitation centres, of which we have 12 scattered all over the country.

Under the rehabilitation Act of 1960 it is possible to give economic support to every handicapped person, including hearing-handicapped young people, during their vocational training. This means that no young handicapped person in Denmark has to give up a vocational training for economic reasons.

The consultant for the hearing handicapped works here in close co-operation with the rehabilitation centres, and we are responsible to the authorities for the vocational training scheme set up by us - as already said, in co-operation with the school, the parents, and the younf deaf person - and the rehabilitation centre being expedient in view of the handicap and for the satisfactory work on the part of the young handicapped person.

How do we run this service system? If a young deaf has found out he e.g. wants to be a mechanic and wants assistance in finding a job, the consultant for the deaf is obliged to help him in the searching out an apprenticeship.

In Denmark we have hundred years tradition for starting out the young -school-leavers - hearing as well as deaf - in an apprenticeship as skilled workers within trade and industry. An investigation in this field has shown, that about 70% of all deaf school-leavers in Denmark start their vocational training as an apprentice.

This educational system involves as a rule 4 years practical training at a private employer before they get their certificate of having finished their apprenticeship.

In 1956 there came a law deciding that the young apprentices during the 4 years beside the practical work have to attend an ordinary technical school for theoretical training 6 or 8 weeks each year, - and having no special school for hearing handicapped persons the young deaf has to attend the technical education together with the hearing youth. It is obvious, that the deaf apprentice will get very limited advantages of the school if no special

facilitis e.g. interpreters or special teachers are available. We found out, that we have deaf apprentices scattered all over the country, - and if no special efforts were shown, they could be spread in about 50 different technical schools, according to their geografical position and choose of trade.

As it was impossible to find interpreters or special teachers to serve 50 different schools we found it more practical to centralize our efforts in one single place. In Copenhagen we have several technical schools and almost all differents trades represented - and in Copenhagen we have numerous skilled interpreters.

When the new law for the technical education were carried out and all the schools builded we had negotiations with the board for the technical education and the board agreed, that regardless the deaf apprentices domisile, he might be accepted on the similar school in Copenhagen. For example, - a deaf mechanic apprentice living in south Jutland should have gone to school in that part of the country if he was hearing, now he goes to Copenhagen, where we have built up a central for interpreters and teachers ready to help the deaf apprentices in the education situation.

Each time the consultants for the deaf arrange an apprenticeship, he report to the central in Copenhagen. We get into contact with the special technical schools and arrange with the technical teachers to what extend it is necessary with interpreters for the deaf. In the beginning some of the schools were very sceptic. Wouldn't it be difficult for an ordinary teacher to teach, knowing an interpreter sitting in the class room interpreting each word he says. Wouldn't it disturb the other apprentices, having this strange person sitting next to the deaf pupil, speaking this silent language. Wouldn't it be a strange situation? Some of the schools found it quite unnecessary and ment, that the ordinary teachers might be able to

teach a deaf apprentice as well as a hearing one. But as time is passing on, all the technical schools with no exceptions have found out, that a deaf apprentice have the same right to learn about his trade as a hearing one. They have accepted, that a teacher trained in teaching hearing pupils is limited in teaching the deaf youth. And when we offer interpreters, - and when neccessary supporting teachers - they accept with gratitude. Of course we couldn't afford to interpret every lecture given to the deaf apprentices, - we have simply not enough interpreters able to interpret simultaneously. And it is not necessary. The experience has shown, that an average of 6 interpretation hours a week is satisfactory when we help a craftsman apprentice within trade and industry.

But we also try to help the special gifted deaf to a higher education. Today we among others have a boy with his own interpreter paid according to the Rehabilitations Act - 32 hours a week - in order to give him a secondary school education, - and similar we have a young deaf girl attending a social college in order to be a rehabilitation officer - she too gets about 20 interpretation hours a week, completely free of charge for her. I know perfectly well, that young deaf persons all over the world go to hearing colleges, and even universities without any interpreters whatsoever, and even - so is told - with great succes, great advantage and with about 100% proceeds. I must confess, that I doubt a little this assertion. Even how brilliant you are, how perfect you can lip-read, there must be communication limitations. A teacher writing on the blackboard with his back to the audience is impossible to lipread. A deaf student without an interpreter must almost 100% rely on the notes of his comrades or read for himself, - and compared to the claims of our danish educational systemm this would´nt work in practice.

That is why we have discussed which system we should choose in order to give the deaf youth the optimal vocational possibilities. We could. 1/ either build up a special vocational school for deaf or 2/ build up a vocational system where the deaf are integrated among the hearing students, supported with interpreters and supproting teachers.

Being a little country with only a limited number of deaf, it would be very difficult to build up a vocational training system only for the deaf with all different trades and possibilities represented. We don't want to limit the young deaf in their possibilities for vocational choise, neither the young deaf craftsmen nor the young deaf wanting higher education on college and university level. That is why we - at the moment - have chosen to go the discribed way, to build up a vocational training system for the deaf among the ordinary system for the hearing people, - but extended with interpreters and supporting teachers. In this way we presume, we at the same time are working in the spirit of normalisation.

The great obstacle is to get enough skilled interpreters.

To be an interpreter in the above mentioned situations claims ability of fluently interpretation, this means both simultanously interpretation and ability of knowing for whom you interpret and how you in the best way can give exactly <u>him</u> the lecture given by the "hearing" teacher. An intimate ability of using sign language is absolutely neccessary. Our experiences has shown, that it is impossible to interpret simoultanously in a lecture situation without signs.

Well, I admit it sound like a paradox that we, in our efforts to normalise the deaf population, must stimulate our teachers in learning sign-language, - the sign language being the great stumbling block separating the deaf from the hearing. I personally think the point is to know when and how to use the signs. In Denmark we are trying to follow up the situation, and being a little country we are in the lucky situation to know almost every single deaf school leaver and in our follow up work to cope the situation and control if we are choosing the right way.

V KONGRES ŚWIATOWEJ FEDERACJI GŁUCHYCH – WARSZAWA 1967
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Soc. - 9

LEGISLATION AND THE DEAF IN ITALY

/Communication/

Nature endowed man with the supreme gift, intellect, and besides it, with other organs and senses that make him complete physically and morally, that are indispensable to him in carrying on his various activities. Those who, by birth or due to acquired deseases are lacking some of the elements essential to life in society, are deficients, and as such they cannot be considered free men. In fact, it is true that liberty is born with man and exerts and develops itself in all human activities, but we consider really free, only the man who can give the best of himself in the field that he chooses, without internal or external limitations or coercions. Thus, in modern times, the "homo civilis" thought of the deficients, and our society tried to give them help and consolation.

Italian legislators, in fact, in the RD of November 19, 1889 No. 6335, saw, for the first time, the need to provide a shelter for all those who, due to mental or physical deficiencies, could not take care of themselves.

Of course, they were not thinking, as yet, of any particular type of desease or need, and what the State

offered, looked very much like charity and human solidarity. It was only a year later, with the law No. 6972 of July 7, 1890, when welfare institutions were created, that Italian legislators began to distinguish the various wategories of the unable to work, including deaf-mutes, and considered the possibility to cure them.

This meant that they were already thinking of recovering them in order to put them into society as active members of it. But they were still far from the modern idea of recovery, as we intend it today when we speak of public welfare in favor of deaf-mutes and other handicapped people.

And the State still does not seem to realize it, when in March 1934, with the law No. 383, it cohordinated the Commonal and Provincial laws, charging the Provinces with the expenses for poor re-educable deaf-mutes. However, they seem to have already a clearer vision of the problem, which begins to be considered as not only a human, but als a social problem.

Legislators are concerned with the recovery of deaf--mutes, and other deficients, and begin to plan various institutions in order to grant them a specialized teaching. Thus, school becomes for them also, a training of life and thought.

However, we had to wait till the end of the second world-war and the advent of democracy in order to see such problems met with more social purposes and scientific methods. The Constitution of the Italian Republic, in fact, being based on work, and by granting the same rights to all citizens, indipendently of their race or wealth, recognized implicitly, the full liberty of all those affected by any kind of infirmities; and consequently it bound itself to remove all possible obstacles that might hinder the development of their personalities and their participation in the political, economic and social organization of the country.

Thus special schools for deaf-mutes were developed, and the managing and teaching staff of such schools, was granted the same rights as the one of other State Grammar Schools. Then, foreseeng the specialization in the different categories, the organization of the various systems of assistance was cured, and with, the law No. 698 of August 21, 1950 the "National Agency" for the Protection and Welfare of deaf-mutes was given official recognition as a moral institution. This institution, which is controlled by the Ministry of the Interior, has the task of assisting and curing deaf-mutes, of recovering them and unabling them to become active members of our dynamic modern society. So, to the concept of charity we have substituted a concept of sociality, and the personality of a deaf-mute may develop within society itself.

All these attempts and plans, which developed through 70 years of our history, found their crowning in the law No. 308 of March 13, 1958, which compels all government institutions with more than 300 employees, to employ a certain percentage of deaf-mutes, which varies from 1% to 3% /per cent/, according to the case.

The provision of the law considered as the last link of a chain not yet completed, finds its inspiration in the modern welfare trend, which grants the duly qualified handicapped, an occupation consistent with their infirmities, so as to make them active members in the life of the country, and not a dead weight on society.

Of course, this assures also the self-assertion of deaf-mutes, and grants them the development of their moral and intellectual endowments.

V KONGRES ŚWIATOWEJ FEDERACJI GŁUCHYCH – WARSZAWA 1967
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Send letters to United Nations, New York City-- for forward.

THE PRESENT SITUATION OF THE DEAF CHILDREN AND ADULTS IN THE ENVIRONMENT OF THE SOCIETY OF PEOPLE WITH NORMAL HEARING AND CONCLUSION THAT MAY BE DRAWN FROM THIS

/Introductory Paper/

-- ....The World Congress of the Deaf provides a convenient opportunity for having a look at the situation of the deaf almost all over the world, perceiving it such as it is in fact, with all its positive and negative aspects, for an analysis of the progress that has been made recently with regard to the situation of the deaf, and of the process of bringing them into the normal life of the community of the hearing, of the conditions and means that should serve this aim which we are continuously guided by.

To have a common language on this subject /and there are here in the hall representatives of 35 states of all regions of the world/, let us define at the beginning what should be understood under the situation of the deaf in the milieu of the hearing. I think that we shall approach this problem properly if we speak about: <u>their situation in the family, general education, preparation for work, employment, spending their leisure time and their participation in active social life.</u>

The level attained by the deaf in these forms of life is an exponent of their standard of life at all and determins their situation in the community of the hearing.

Although there are differences between various parts of the world in their social, economic and cultural situation, we shall perhaps agree all that the above forms of life are with certain modifications common to all people all over the world, including the deaf, as they result from basic human needs. I have used the words "with certain modifications", because, for instance, the structure of the family in certain regions of the Far East /joined families/ is different from that in Europe; under every geographic latitude the social, physical and technical conditions of work are different and a different function is fulfilled by leisure time /in some developing countries where a scarcity of labour posts exists, the concept of leisure time has a different meaning/. To achieve an appropriate standard in these forms of life and to meet the needs within them, various means and slightly different methods are used, nevertheless all of us the world over are guided by one common aim: to make the situation of the deaf the same as is the situation of the hearing, so that the former could share together with the latter the daily toils and successes of the community and the country they live in.

It is worth reflecting at the beginning what the situation of the deaf, as compared to that of the hearing, should be like.

There is on this subject a misunderstanding here and there not only with regard to the deaf, but also with regard to other disabled people. When during the forties and fifties the aims and programmes of rehabilitation were being formulated, we said that the position of the disabled should be: "equal to that of the healthy", "equal to that of the hearing", that they can "replace the healthy in every situation", that "the results of their work are equal to those of non-invalids" etc.

These are statements which we consider as right, but in the atmosphere of enthusiasm for the rehabilitation of the disabled people, their individual differences and the diversity of their living conditions, as well as the need

for applying different methods of rehabilitation, depending on the case and situation, were confounded for some time.

The debates of the Congress under the slogan "The Deaf among the Hearing" shpuld provide an opportunity for a discussion on what is and what should be their place among the hearing, taking into account the effects of disablement, their present conditions of life and the means at our disposal, and the situation of non-invalids among whom they live. These factors should be assessed appropriately and on their basis a proper model of the personal and social life of the deaf should be built, so as is done by every hearing person who wants to arrange its life in the most correct way and at the same time in accordance with the interests of others.

The starting point is the rehabilitation of the deaf. They need, like all others /only by slightly different methods/, assistance in their development and conditions for finding ways of utilizing their own possibilities, abilities and efficiency /to a maximum/, for realizing their own problems and difficulties and acquiring fitness and the knowledge of how to overcome them.

How can the situation of the deaf among the hearing in the contemporary world be evaluated?

The differences in the situation of the deaf in the world is enormous. On the one hand there are countries where almost every deaf person is under medical care and is given assistance both as child and adult, as a result of which the deaf have in a substantial percentage already joined in the world of the hearing, their needs being adequately regulated by legislation, and on the other hand the services rendered to the deaf are in many countries insignificant or no services are rendered at all.

In characterizing the situation of the deaf in relation to the community of those who can hear in a very general way, one must say that it is much worse, that in a way they stand aside in the community and do not take full advantage of the existing social services.

As far as the place of the deaf within the family /particularly of the child/ is concerned, among its members he has more equal rights than the adult deaf later, /in comparison to other members of the community/. In cases when the situation of the family is good then the fate of the deaf child is also better, but never - as already mentioned - to the same degree than that of healthy children, except sporadic cases. The reason for this is the parents universal direct affection for their child, although with all possible, often negative, attitudes. But it is not always so that the fate of the child in a better situated family is better. Too many cases are known of children being abandoned, isolated, exploited, etc.

As regards access to general education and vocational schools, only in few countries of the Far East, Europe and North America are they accessible to the majority of the deaf, to a different degree and at different level, both in boarding-house and normal schools. But in Africa, for instance, to the total number of some 270 million inhabitants there are only 50 special schools for the deaf, which meet only 1% of their needs. Neither is the situation of the deaf in this respect better in asian and south american countries.

There is a similar situation with regard to the preparation of the deaf for work and employment. Mostly, in many regions of the world, if deaf people work then they do it in inadequate conditions, in conditions of exploitation, and most frequently they start working in defence of themselves, sometimes to avoid hunger, proceeding from a correct instinctive assumption that it is only this road that leads to gaining an adequate place in the community. In an asian country there is a law in force up to now banning the employment of disabled persons, including the deaf, while in others - though there are no negative rules - the daily practice, based on traditional postures, either excludes the deaf from the working people or relegates them to the worst posts.

Leisure time, its sense, is becoming evident only in connection with the quantity and quality of work done, with the partisipation in social life and the organization of work at all. Where the deaf do not work or where they have only odd jobs, the problem of leisure time is, as already mentioned, of a different character, for the whole effort is aimed at establishing oneself in some trade. In more developed countries, the deaf are confronted, with regard to the organization of leisure time, with the same problems as the hearing, of with some modification in view of their diffisulties in communicating with others. It must be noted, however, that all over the world in the existing situation the deaf spend their leisure time rather among themselves, with all the positive and negative consequences of this. The more frequently they stay among themselves, the less the hearing know of them.

Perhaps we shall all admit that deaf people take a minimum part in the social life of their milieu of hearing people. An active part is taken only by few outstanding individuals.

In the fifties and sixties of this century we are witnessing good progress in the life of the deaf which is arranged at a level equal with that of the hearing. This taken place under the influence of the enormous progress of socialist humanism, of the development of social reforms in many countries, of the development of industry and technology and of the idea of invalids' rehabilitation in general. It is not an accident that in this time the World Federation of the Deaf which is paving the way for the incorporation of the deaf into the usual milieu of the hearing, has been called into being. Our present Congress is a manifestation of these strivings. However, despite all these achievements, the situation of the deaf in the world arouses great anxiety. For there continue to exist - though to a lesser extent-factors which for centuries have been hampering the release of the initiative of the deaf,

their development and their gaining a position equal to that of the hearing. Among these obstacles are low economic and social level, the erroneousness of the notion of deafness /even among scientists/, difficulties in intercommunication. In striving to overcome these difficulties both parents and institutions preparing the deaf for work make very strenuous efforts. The progress in this field was matched by the progress of the socio-economic development and the development of the deaf himself, his skill and efficiency, of the improvement of the methods of teaching and educating the deaf, both in the kindergarten, general education and vocational school, in the choice of work, in the organization of leisure time and the postures of his family and the people nearest to him.

Neither should one delude oneself that the near future brings easy solutions, for the effects of the loss of hearing are too serious and the conditions of the deaf too difficult for a solution to all their needs being found.

Everywhere, all over the world, the lack of deaf people's contacts with the hearing is seen as the main obstacle in their occupying a proper place among the hearing and the main efforts go in this direction. This aim is pursued i.a. by the work on the rehabilitation of the deaf, the unification of sign language and the shaping of the attitude of the community of the hearing towards the deaf.

The difficulties of intercomunication, the deaf people's lack of access to schools with all the resulting consequences and the fact that deafness appeals relatively less than visible disablement to the feelings and imagination of the community, is the reason why problems of the deaf are ranked lowly /with exceptions/ both on a national and international scale. In recent years I have had an opportunity to notice this working as an expert in many countries and as the Head of the rehabilitation Unit for the Disabled in the United Nations. Both the deaf and

their organizations experience difficulties in formulating their postulates, defending them and making them find a proper place in the hierarchy of the plans of social and state organizations or other institutions responsible for the implementation of the programme of social services. Other groups of disabled persons are in this respect in a far better situation.

The fact whether the deaf will occupy a proper place will to a great extent depend on the state of social services in a given country and on the degree of social reforms made. Where a general social insurance system exists, a health service free of charge, free access to general education and vocational schools, possibility of starting suitable work, services for the deaf, which introduce them quicker into the usual life of the hearing, can debelop and do develop more rapidly and more efficiently. But this simple interdependence does not occur in every case as much depends on intermediary factors.

Within the existing possibilities much depends on the attitude of the deaf and their national organizations.

I shall take the liberty to put forward the suggestion that in future programmes of the World Federation of the Deaf more attention be paid to sources and means existing in individual countries and in the world, which could be used in the development of services for the deaf and of scientific research. I think that it would be useful /particularly for the developing countries/ to meet, at least once a year, of representatives of the World Federation of the Deaf with the representative of the U.N. World Health Organization, International Organization of Labour, UNESCO, UNICEF and others, in order thoroughly to get acquanited with the technique of their work and convey the information to national unions so that they know what they may expect from outside, how to formulate their own postulates, by which road to convey them to the organs from which assistance may be expected.

This problem will be the subject of a conference of a commission of developing countries and others. It seems that an indispensable condition of achieving a higher status among the community of the hearing is for the deaf to possess an organization of their own, to unite, work out a clear and concrete programme of action with regard to the deaf having access at least to primary and vocational schools, having the possibility of employment and spending appropriately their leisure time.

I realize the fact that not all organizations of the deaf are able to work out such a programme, that is why cooperation should be established with the W.F.D. and directly between those national unions which have greater achievements in the field of services for the deaf.

The Polish People's Republic plays host to the 5th Congress of the World Federation of the Deaf. This is a great honour to us. In view of the fact that the subject of the Congress is "The Deaf among the hearing people", it seems to us that it is right for you to have the possibility of having a look at what the situation of the deaf among the hearing Polish community is like. So I shall give you only brief information and you yourself will perhaps best assess the values of the existing state of affairs. This information is concerned with the ways leading to the deaf gaining a status possible equal to that of the hearing and with the state that exists in this respect.

The programme of the state and of social organizations with regard to the incorporation of persons physically, socially and psychologically handicapped into normal life /including the deaf/ is in our country based on broad social reforms that have been made in Poland since the end of World War two.

The basic factors resulting from our socio-economic system, which decide on the rehabilitation of disabled persons, including the deaf, are:

full insurance in case of illness /for 2/3 of the population are covered by the insurance scheme, while for 1/3 the charge is very small in relation to the services rendered/; all children are comprised by the education system /92% of all children complete full primary school, 73% of the latter going to secondary schools/; a very dense network of vocational and other schools and possibilities of preparation for work also by way of training on the job, as well as absence of unemployment, and in some regions lack of manpower.

It is estimated that there are in this country 35,000 deaf people, including 12,000 aged up to 16, 19,000 from to 60 years of age and 3,100 over 60.

Among the roads that lead the deaf to taking a place possibly equal to that of the hearing are:

9	kindergartens with	136 children
21	primary schools with	3,482 "
14	consultation stations for rehabilitation of children with hearing defects.	

Preparation for work is taking place through 9 vocational schools for the deaf and 3 for those with imperfect hearing and training on the job in workshops /500 yearly/.

In 1966 more than 15,000 deaf people were employed.

The exhibition which to visit we invite you cordially will give you, ladies and gentlemen, more details about the methods and state of the integration of the deaf in the normal life of the community.

The above numbers I have state do not reflect wholly the atmosphere which deaf people living throughout the country are surrounded with both by their union, the Polish Union of the Deaf, and by the state. It is an atmosphere of assistance but such assistance which leads the deaf to independent action, self-reliability, development of their fitness, skill and qualifications.

We believe that the results of the debates of this Congress whose intention it is to speed up where possible the integration of the deaf in the normal life of those who can here, will be later made known to institutions and persons responsible for the development of social problems all over the world and that they will contribute to the attainment of the aims we set before ourselves. As to the future, we are optimists because the problems of disabled (the deaf included) are becoming to an ever greater extent a concern for the masses and a matter of collective responsibility, the whole community caring for the solution of these problems.

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THE SOCIAL POSITION OF DEAF IN THE POLISH PEOPLE'S REPUBLIC

/The paper/

The Constitution of the Polish People's Republic, voted by the Seym in July, 1952, guarantees to all the citizens a range of laws: law for work, it means the law to employ for remuneration according to the quality and quantity of work, law for rest, law for health protection and aid in the case of a disease or disability to work, law for study and for the use of cultural achievements, law for consociate, personal immunity, protection of individual and personal ownership and law for social assistance.

These laws are guaranted to the citizens without considering any differences of their education, financial state, racial and religious, without considering various kinds of invalidism. Thus, the deaf in Poland have the same laws as the remaining community.

The degree of making use of these laws by the deaf depends on their individual possibilities determined by their education degree, mental level and their adaptation to the life of the community. Their social position should be considered depending upon these factors.

There are two groups of deaf: working deaf and those who do not work. This division is essential while determining the degree of using social goods. The possibilities a working man differ from those of a not working one, but in spite of that, in a socialistic country even not working deaf get universal aid and help.

The law for work in Poland is ensured by the Constitution, it also encloses the deaf. The universal revalidation activity is being led more than for twenty years and it aims, first of all, at enabling the deaf to be employed, thus to make use of all social goods which are accessible for any citizen who takes part in creating material goods of the State. In this way, the number of unemployed deaf decreases systematically.

The working deaf people can be divided into several categories. Depending on the category they are belonging, the degree in which they make use of the civilisation goods should be taken into account. Conisdering as the index of the division the degree of education which is decisive in this specific medium, the level of the possibility of making use of social achievements of the community, the deaf can be roughly divided into the following categories:

I - Deaf having high education - graduate from European gymnasiums and high schools for the hearing, also graduate from special schools who, thanks to their cultivated predisposition, first of all to a good mastering of the language, gained a great fund of knowledge and skill, which permits them to make full use of social properties. Some of them reached such a high degree of revalidation that they do not feel the results of deafness, in other words, their deafness is not an obstacle in their life and activity. They often have leading posts among the hearing, thanks to their qualifications they obtain high salaries and take advantage of all civilisation attainements. However, this group, in relation to the total amount of the deaf, constitutes a small percent which can be estimated as 3-4%.

II - Deaf graduate from special primary and professional schools, constituting a great majority of the consociated in the Polish Association of Deaf. The level of their adaptation to life demands further care and further revalidation. All of them, except not numerous individuals,

work in various professions, which they had mastered in schools or within the frames of professional education led by the Polish Association of Deaf and other institutions interested in the problems of deafness. Professions which are most often met and executed by this category of deaf are the following: locksmith's trade, graphics, bookbinders, tayloring, shoemakers, weawing, joinery.

III - Deaf illiterate and half illiterate, the majority of which is living in villages. Their level of adaptation to life in the community demands still more care and help than the one of the deaf belonging to the former category. To this category belongs the majority of not yet working deaf, and if they are employed, it is only in such professions which do not require special qualifications.

Numeral data about the deaf in Poland

According to data gathered by the Polish Association of Deaf, on the basis of systematically made lists of the deaf during many years, there are now in Poland 45.242 deaf, badly hearing not being taken into account.

Among them:

children up to 15 years	- 6.999
young people up to 16-18 years	- 2.342
adult above 18 years	- 35.901

The deaf in Poland have their own organization - the Polish Association of Deaf which realizes the tasks given by the State and resulting from the Constitution duty to ensure for all citizens conditions for universal development and care. These tasks are realized by the Association with an efficient financial and moral support of the State authorities. The Ministry of Health and Social Aid executes the supervision of the realization of these tasks in the field of invalids' aid. The Ministry of High Education guides special education. A range of other resorts very closely collaborates on the realization of the above mentioned tasks. Moreover, the Polish Association of Deaf cooperates with various institutions, first of all with national councils, invalids cooperation and professional associations.

According to the state of December 31-st, 1966, the Association consociates 17.314 members. During the last four years the number of members increased by 5.125 persons.

About 60% of the total number of the deaf in Poland are living in thecountry, often very dispersed. This fact is the reason why is the Association is up till now an organization of a town type, grouping first of all the deaf who are living in big groups in towns and who mostly graduate from special and professional schools for deaf, which in turn occurs exclusively in towns.

The number of deaf of country origine, who remain in towns is still growing, as the increasing number of places in special schools and in their boarding houses enables the education of children of country origine. These children, after graduating from schools and gaining professions, most often remain in towns because it is much easier to get work, further revalidation and to live within the community.

The Association has 99 region centres in the whole country, located in towns. These centre activity is spread over whole districts or several districts, which permits to exert help in separate cases to the deaf living in villages.

Realization of the law for work for the deaf

According to the data the Association is having, the number of employed deaf in Poland by the state of November 31-st, 1966, is 15.267 persons.

Considering the already given number of deaf being more than 18 years old, thus of productional age, one can compute that in relation to this number, the employed deaf constitute 42.5%. However, one should not forget that among the deaf which are older than 18 years, there are many who reached the pension age, or are already pensioners, as also those - especially married women - the financial conditions of whom are satisfactory and do not force them to work in order to earn their living.

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Attention is being paid in Poland to the solution of the problem of making the deaf living in villages productive, especially young people who were growing up under the conditions of a lack of places in special schools. They also could not take advantage of other forms of the educational action because they were largely dispersed and thus, could not attain any profession. This is one of the most difficult and important questions which the Association is dealing with. This problem forced the Association to look for an adequate solution. One started to organize educational-productional institutions localized in villages which by means of general and professional education prepare the deaf to work in professions connected with agroculture. At the time being there are two such institutions in Poland - in Smoszewo near Warsaw and in Pcim, the Kraków district. 100 deaf people are educated and employed there, and this number is still increasing, as the centres develop permanently in order to sytisfy the still increasing needs. Education is being led in cycles.

Realization of the law for study

Common obligatory teaching of deaf children is not yet realized in Poland. The reason is the lack of a sufficient number of places in special schools. In spite of a fast growth of the process of special education development for deaf, there are about 3.700 places and the deficit in schools is for several hundreds of children. According to the assumptios of the education authorities, the development of special education for deaf is being continued and up till 1970 all children of school age will get embraced by the educational action.

However, deaf children in Poland are authorized to learn not only in special schools. If the child's level permits it, the educational authorities do not object against placing those children and young people in normal primary schools, secondary and high schools as well. According to the uncomplete data we are having, 200 deaf children are learning in normal primary schools, 40 children in

secondary schools, and about 40 children in secondary professional schools. We have 13 deaf students studying at the universities. We do not give the number of those deaf who already finished normal schools, as it is difficult to establish. However, more than 100 cases are known where deaf people fihished normal primary schools, some scores of them finished secondary schools, and in separate cases they graduated from the universities.

During the last 5 years, the Polish Association of Deaf gave rise to a significant development of care embracing deaf children of preschool age. It aims at teaching gifted, normally mentally developed children the lip reading, its understanding and using the sound speech. The idea is to bring a possibly big group of children to a level which would enable them to learn in schools for hearing children.

This action, conducted by the Association with the help of District Rehabilitation Dispensories for children with hearing defects is based first of all on the education of parents who work at most with the children. Medical, psychological and logopedical care is ensured for children by the above mentioned dispensories, as also the help for parents, consultations of specialists and indications needed.

Now, there exist 14 dispensories in district towns, and 1.875 children are being under their care.

The permanent aim of the Association is to have all normally developed deaf children of preschool age under the care of dispensories.

However, there is an additional problem, namely, care should be organized for underdeveloped deaf children, for deaf and dumb children and those whose age exceeds the preschool age.

The Association in collaboration with the State authorities also realizes tasks in the field of ensuring the possibilities of adults education. Since 1949 the action is led to liquidate illiteracy in deaf by means of organizing courses of primary education and evening schools.

For the time being, about 500 adult deaf are attending 50 evening primary classes.

Professional education in being led in special professional schools for the deaf, under the guidance of the educational department. However, not all graduate from primary schools attend these schools as the number of places is limited to 6664 places only.

Besides the development of education, the action of professional training is also led by the department of health and social care in the Institutions of Invalid's Training, in Wrocław there are about 85 places and in Kraków about 85 places too. The Invalid's Cooperation is conducting professional training applying a class system which embraces several hundreds of deaf employed in invalid's cooperative societies. The deaf improve their qualifications according to the work done in the given cooperative, mostly as taylors, locksmith's, shoemakers, joiners and so on.

Apart of these forms, the Association is guiding by itself professional training in revalidation centres, organized in the Association production institutions. This training is being led by various systems - starting with several months classes - up to a 4 years training cycle, the deaf being simultaneously employed in the institution. This provides new professions for the deaf, most often in the field of artificial material processing, metalurgy and electronics and professions which are connected with agriculture.

Realization of law for medical care, rest and social aid

All working people in Poland have social insurence, the purpose of which is to ensure financial help in special life circumstances /disease, work inability, old age, family increase and sp on/. In Poland the number of insured people is about 20 milion. One tends to insure all citizens. Not working family members are also insured.

Within the frames of this system all insured are authorized to medical care free of charge. The deaf have indeed the same privilege if they are employed, or they are authorized to insurement because of other reasons /being family members, pensioners and so on/. Hard of hearing persons take advantage of an additional privilege - within the frames of insurance they obtain the hearing appartuses free of charge. After having reached the age of a pensioner /women - 60, men - 65 years/, the deaf get pensions according to the regulation for everybody. In the case work ability is being lost the deaf obtains an invalid's pension, if he had worked for 5 years during the last 10 years before he lost the ability to work/.

In the case of work disability not being preceded by the obligatory period of work, the deaf gets relief from the State fund destined for social help. The deaf, similar to the remaining working citizens, take advantage in a large scope of vacation for working people, sanatoriums and all other forms of rest and health improvement, which are accessible for working people. Rest holidays are given to the deaf on the principle of common obligatory regulations.

The relation of law to the deaf

The deaf in Poland have the same right to juristic action as the remaining community, except individuals who are interdicted by a valid court sentence. In Poland there are very little, only some known cases of deaf being deprived of juristic action by means of interdiction. These cases concern the deaf with severe mental underdevelopment.

The deaf, equally as other citizens, are entitled to vote and they take part in all other political, social and juridical acts.

The penal and civil codes which are valid in Poland, guarantee the deaf the presence of translators on trials in the court and public defenders. The Polish law regula-

tions take under extended protection the interests of the deaf.

The driver's licence for the deaf in Poland is regulated by special juridical rules.

Realization of law for using cultural achievements

The Polish Association of Deaf conducts a large cultural educational action in order to enable the deaf a most universal and accessible way to the cultural achievements. In 95 houses of culture and profession halls cultural shows of various kinds are being organized, in which the deaf take often part as performers. This is ment to make them acquainted with the cultural life. To facilitate the understanding there always are qualified cultural and educational workers and translators of the gesture language.

A network of developed sport clubs extended over the whole country permits the deaf to take part in competitions which they organize. Turing presents also a great interest for the deaf.

Conclusions

1. The problem of rehabilitation of the deaf in villages, illiterate and half illiterate arises in Poland in a serious degree. It is necessary to look for further ways of an efficient solution of this problem.
2. It is necessary to start endeavouring to ensure the living conditions for deaf with severe mental disability, who up till now are not yet under a proper full care.

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GROUP-"B"

THE CATEGORIES OF DEAF PEOPLE, THEIR MOST IMPORTANT NEEDS AND WAYS OF BRINGING THEM HELP

/The Paper/

The failure of hearing starting with small impairment up to complete deafness, constistutes a difference between young and adult deaf people and the hearing ones. Besides this, all deaf people, similar to the nearing ones, differ one another because of their various physical and psychological degree of development, education, culture and the way in which they are prepared to professional work. Due to this, there are educated people among the deaf getting in touch by means of spoken language, cooperating with hearing people in various fields of life and being most appreciated by them. But there also are illiterate or semilliterate, unprepared to professional work who cannot contact hearing people, they are helpless and lost among the happenings and the surrounding life which is too complicated for them. There are also some of them better or worse prepared for life in primary schools, sometimes in professional schools, provided with a certain fund of necessary knowledge which makes their life easier. All of them have to face various difficulties connected with their deafness, and therefore one ought to think about the possibilities and ways of bringing them help.

1. Deaf having high education most frequently use sound speech, lip reading and writing , but they often make additional use

of gesture language and dactylology. They live and work with hearing people irrespective of whether they learned at home, in normal or special schools. Most often they complement their general or professional knowledge by themselves, but nearly all of them have to face difficulties in a common life, especially while getting in touch with speaking people. Their loud speech, not controlled by hearing, becomes after a certain time deformed /in a different way in separate individuals/, it becoms still less understandable and unpleasantly striking, and this must be told them by somebody from among the hearing people. We must help them to rectify these deformations, as they make their life difficult, and the deaf are not able to do it by themselves. Therefore, a series of exercieses, restoring the correctness and pureness of the sound speech of deaf, should be involved as one of the activities of newly organized dispensories, which also should help to improve the knowledge of lip reading if needed. The idea is that the deaf could every now and then correct their speech /paying off or free of charge/. It is an important problem as it concerns not only educated but all deaf people who use the sound speech.

It happens that the deaf who belong to this category, have some difficulties connected with arranging their common life with hearing people, or they fully isolate themselves from the less educated deaf. Neither one nor the other is desirable. Therefore, the above mentioned dispensories ought help the deaf to establish right relations with hearing people, as also to introduce them among less educated deaf in order to encourage them to further studies and efforts to improve their knowledge and culture by means of taking advantage and example of the intelligence and knowledge of educated deaf.

2. Deaf graduated from primary and special professional schools who do not continue learning require much more help. With that they form the majority of educated deaf in all countries. Some of them, those who use the sound speech, will take advantage of the above mentioned exercises, they will also use other means helping them to contact people. However, for the remaining ones, using only the gesture language, dactylology and in a certain degree writing, these exercises are of no use. For these deaf it is the aim of the community, state, associations and unions of deaf to organize special halls and houses of culture, taking at the same time care to keep the level of the work lead as high as possible.

Work done in the above halls and houses of culture, its content and methods should be adjusted to the level of the grouped deaf education. It should be based on their interests and capabilities, it should deepen and complete their knowledge, develop it and raise up the level of their culture and social life.

This involves various ways of work lead with the deaf, e.g. educational work like talks, appropriately chosen films, excursions to museums and exhibitions, to special work institutions, hiking excursions and visiting ancient monuments. A special regard should be paid to reading. There are very little forms of work for development and for the future of the deaf being as advantageous as reading if it is tought by appropriate methods. Reading is one of the best methods leading to the development of deaf and ensuring their future provided it is done in a proper way. Therefore, a special attention must be paid to teach the deaf to make a conscious use of books during their work in halls.

Moreover, the life itself points to the fact that among the deaf of this category there are people who want to continue learning. They should be sent to schools for

hearing or deaf adults, according to their development degree, or schools and classes should be organized for them which would first of all permit them to gain higher professional qualifications by means of passing journeyman and master examinations, and raise the level of their general education and culture.

3. Deaf illiterate and semi-illiterate make a group which demands the greatest he p, and this is the most difficult problem as these people live often far away one from another.

These people, especially in countries which just start developing, are very numerous and this additionally augments the difficulties and reduces the possibilities of ensuring a real help for them.

Our experience shows that these deaf should be first prepared to a profession. They should attend courses lasting for several months, be trained in workshops and then sent in big groups to institutions or cooperatives of invalids.

In these institutions or cooperatives they should simultaneously with executing their job, pass the second stage, consisting in attending special primary schools which would be organized for them. After some years of work done to earn their living and a simultaneous systematic learning, the deaf being well prepared to and independent life, can be individually sent to some proper work, others would work further on in the invalids' cooperatives and institutions employing teams of deaf workers.

The above mentioned institutions should organize and leed work tending to raise the culture and the social feeling of the deaf by means of appropriate methods.

Further needs of these people, after they had rea hed the basic education and a profession, should be satisfied as given in the previous section.

4. Deaf additionally mentally handicapped short-sighted, cripples and so on form a very complicated group and the care taken of them must be more differentiated. For those who are prepared to some professional work job must be found and appropriate conditions ensured. For unprepared but fit for job, learning of a proper profession must be ensured first. And for those who cannot work one should ensure an existence within the frames of social care. About the concrete way of helping the above mentioned deaf the decision is to be taken by the one who is authorized by the state and the community to take care of them, of course obligatory rules are to be respected. The idea is that there ought exist law regulations which would be advantageous for deaf, additionally handicapped people,as well as conditions for their realization and people who would realize them.

5. Aid for people with impaired hearing should first of all take into account the medical care and equipping them with efficiently functioning hearing aids which amplify the intensity of sound waves which brings to their consciousness any acustic impressions, hence the speech too. One should watch over and tend to the improvement of hearing by means of appropriate surgical interventions, pharmacological treatment and exercises activating the hearing, as also one has to chose the hearing aids, purchase them and watch to their maintenance. These are the basic problems of the correct solution of which depends the real aid for those people and this should be first of all taken into account.

Besides, attention should be paid to the help in removing speech defects appearing in many people with impaired hearing and to teach them the lip reading. Both these problems should be solved by the existing dispensories mentioned in point 1, or by the newly organized ones.

6. Aid to adult and young people loosing the hearing is a separate but essential question which has two aspects: the psychological and the economical-social one.

An ensurance of a specialized medical aid is in such cases the first and most important. Medical intervention may prevent deafness or it can lessen the degree of hearing loss which is of great importance for people who are just loosing the hearing.

The next, also very essential form of help at the final stage of the process of the desease is to check the possibilities of using hearing aids, supplying the pacient with them and teaching how to use them.

However, independently to it, the pacient must be prepared to the loss of hearing. He would be obliged to change his profession many times and be prepared to a new one.

When dealing with a psychical preparing of people predetermined to the loss of hearing it is very important to make them gradually aware about it, getting them simultaneously acquaienting with the life of deaf people, their work, social and economical perspectives. One also should give an outline of a concrete plan of acting. This would direct their attention to concrete problems and thus lessen the stress of hard experience.

It is much more difficult to change the profession, the job and sometimes even the place of residence of the deaf it necessary. It takes rather much time and often needs financial help, particularly if the one who loses hearing is the only breadwinner of a family. In all such cases an appropriate help of the state must be ensured, and therefore the national associations of deaf should analyze regulations which are obligatory in their countries, and endeavour for their proper formulation.

7. Care of old deaf people ensures them a "fair" and quiet old people life till its end. It should be included into the general regulations concerning the care of old people. Old deaf people, being frequently dumb, face much more difficulties when arranging their life than the hearing people, and therefore more attention should be drawn to help them. The best solution would be if they could be left with their families taking good care of them and optionally getting financial help. If this is not possible they should be admitted to old people and pensioneers' houses among hearing people or to specially organized for them custodial institutions.

Observations and investigations show that the above mentioned categories of deaf people appear in all countries, and their needs and sorrows are everywhere the same. Most frequently the quantitative realtion among these categories is different in various countries as also the ways and the degree of satisfying their needs.

The concepts outlined in the paper are connected with the conditions that exist in our country and in other countries with high civilization, and surely, they exhaust neither all the needs nor the possibilities of help and care. However, they can and should present the basis to discuss these problems and should result in an establishment of guide lines for further work in this field. These guide lines, after being discussed and accepted, should stimulate and point to further efforts in order to improve the present fate of deaf in the whole world.